**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
World History (G, E, Z)**

**Final Exam Review (Gamma, Epsilon, Zeta)**

On the final exam, there will be 4 sections: one essay, short answer questions, map of Era 1 empires, and a world belief systems chart. To help you review for this exam, there is a section in this review packet for each section of the exam, plus an overview of what you will see when you take the test.

**SECTION 1: ESSAY**

On the exam you will be asked to write an essay about one of the following prompts.

1. One of our course essential questions this year was “what causes groups of people to change?” Write an essay explaining how things like new technology, changes in beliefs and ideas, and the role of the Church caused people in Western Europe to change between Era 1 and Era 2.
2. How did the ideas of the Renaissance impact the Americas?
   1. Trace and explain how the ideas of the Renaissance created the Age of Exploration, which included the Columbian Exchange.
   2. How did this Age of Exploration impact the early colonial Americas? You may wish to think about short-term and long-term impact.

**HOW TO STUDY FOR THE ESSAY**

First read and make sure you understand the essay prompt. Write it over in your own words. Come up with a thesis statement.

The essay should follow this format:

* 1. **Intro:** Take 1 sentence to hook the reader, 1-2 sentences of background info, then 1 sentence for your thesis.
  2. **Body Paragraphs (at least three)**: Be sure to use specific examples and details here. Try using some of the key concepts listed in this study guide. Connect everything back to the thesis.
  3. **Conclusion**: In 1-2 sentences, wrap up what you said in your entire essay.

Also, remind yourself of the rubric (next page). That way you know what’s expected of you!

**ESSAY RUBRIC**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **clearThesis**  **Statement** | The thesis directly addresses all parts of the question & refers to the supporting points you’ll make in your essay.  It shows critical thinking and makes an argument.  It’s only 1 sentence.  It clearly communicates the argument. | The thesis addresses all parts of the question & refers to the supporting points you’ll make in your essay.  It shows some critical thinking but instead of making an argument, it is mainly description.  It’s only 1 sentence. | The thesis doesn’t quite answer the question and/or does not refer to the supporting points you’ll make in your essay.  It does not show critical thinking and does not make an argument.  It’s only 1 sentence. | There is no thesis or the thesis is not easily identifiable.  OR  The thesis is longer than 1 sentence. |
| **clearOrganization**  **of**  **Ideas** | Each paragraph, including the introduction, is well-organized.  Each body paragraph has a topic sentence.  The topics of the body paragraphs match the supporting points in the thesis statement.  The order of topics in the body paragraphs matches the order they’re stated in the thesis. | Each paragraph, including the introduction, is organized fairly-well.  The topics of the body paragraphs match the supporting points in the thesis statement.  The order of the topics in the body paragraphs does not match the order they’re stated in the thesis. | Many of the paragraphs, including the introduction, are not well-organized.  Body paragraphs lack topic sentences.  There is no conclusion paragraph.  The topics of the body paragraphs do not match the supporting points in the thesis statement. | The essay is one giant paragraph, OR, the essay has paragraphs but they do not relate to the thesis statement. |
| **Supporting Evidence** | All facts are accurate.  Uses at least 3 supporting facts in every body paragraph. | All facts are accurate.  Uses at least 2 supporting facts in every body paragraph. | Some facts are inaccurate.  More supporting facts are needed; some body paragraphs only have 1 fact! | The facts are significantly inaccurate. |
| **Analysis** | All supporting facts in the body paragraphs connect to the thesis statement.  All direct quotations are explained.  The essay overall makes an argument | Most supporting facts in the body paragraphs connect to the thesis statement.  Most direct quotations are explained.  The essay overall attempts to make an argument. | The essay only connects supporting facts to the thesis once or twice.  It does not explain direct quotations.  The essay needs to make more of an argument. | The essay is just description: it may include facts, but it does not relate them to the thesis or to each other. |
| **clearGrammar**  **&**  **MLA**  **Format** | No spelling, grammar, or punctuation errors  There are no typos or missing words.  All citations are done correctly.  MLA format is used. | A few spelling, grammar, &/or punctuation errors  There are a few typos.  Citations are done correctly.  MLA format is used. | Many spelling, grammar, &/or punctuation errors  Citations are done incorrectly.  MLA format is not used. | So many grammar and spelling errors, it’s hard to understand the essay.  There are no citations.  MLA format is not used. |

**SECTION 2: Short Answer Questions**

**4 TYPES OF SHORT ANSWER QUESTIONS**

Short Answer questions will be four basic types: Identification, “All in the Family”, “Odd Man Out”, and Analysis.

* 1. Sample Identification Question, 1 sentence *(1 point)*

**Define monasticism.**

* 1. Sample “All in the Family”, 2-4 sentences *(3 points)*

**Explain how all three terms are related:** bushido, chivalry, feudalism

* 1. Sample “Odd Man Out”, 2-4 sentences *(3 points)*

**Choose which word does not belong, and explain why. In your answer, explain how the two that do belong relate:** Qur’an, Muhammad, hadith

* 1. Sample Analysis Question, 4-6 sentences *(5 points)*

-**Explain the impact of the Islamic knowledge. Use key concepts from this year’s study of Islam.**

**-Explain why and how the Catholic Church had so much power in Western Europe during Era 1. Use key concepts from this year’s study of Era 1.**

**VOCABULARY**

All short answer questions on the test will come from the following word list. To help yourself learn them, define each here, put terms on flashcards, put each into word webs with others in the same unit, and make connections between various terms.

1. Fall of the Roman Empire
2. Pope
3. Monasticism
4. Cistercian order of monks
5. Franciscan order of monks
6. Dominican order of monks
7. Feudalism
8. Vassal
9. Fief
10. Chivalry
11. Knights
12. Samurais
13. Japanese feudalism
14. Bushido
15. Pope Gregory VII
16. Holy Roman Emperor Henry IV
17. King John I of England
18. Pope Innocent III
19. Investiture
20. Excommunication
21. Interdict
22. Sacraments
23. Hierarchy of leadership in the Catholic Church (pope, cardinal, archbishop, bishop, priest, etc.)
24. European universities
25. Scholasticism
26. Roger Bacon
27. St. Thomas Aquinas
28. Education for females in Era 1 Western Europe
29. Education for males in Era 1 Western Europe
30. Education for peasants in Era 1 Western Europe
31. Medieval libraries
32. Science in Era 1 Western Europe
33. Muhammad
34. Mosque
35. Qur’an
36. Hadith
37. Sunnah
38. Quraysh
39. Shahada
40. Salat
41. Zakah
42. Sawm
43. Hajj
44. Hijra
45. Night of Power
46. Khadijah
47. Aisha
48. Fatima
49. The role of women in early Islamic history (what was their general status? What role did they have during Muhammad’s lifetime? Look over the PowerPoint)
50. Islam in Spain (when it spread there, its impact)
51. Cordoba
52. Jihad
53. House of Wisdom
54. Baghdad
55. Islamic contributions to medicine
56. Islamic contributions to math
57. Islamic contributions to architecture
58. Islamic contributions to astronomy & geography
59. Muslims’ impact on European knowledge
60. Martin Luther/Lutheranism
61. John Calvin
62. Protestant Reformation
63. Counter-Reformation
64. Pope Leo X
65. Individualism
66. Humanism
67. Secularism
68. Indulgences
69. *95 Theses*
70. Niccolo Machiavelli
71. Council of Trent
72. Spanish Inquisition
73. Catherine de Medici
74. Francis II
75. Guise family
76. Major explorers in the Age of Exploration – Columbus, Magellan, Cook, Champlain
77. Columbian Exchange
78. Great Dying
79. Gunpowder
80. Prince Henry (the Navigator)

**SECTION 3: CHART OF WORLD BELIEF SYSTEMS**

You will need to know the following information about the following world belief systems:

* **Buddhism**
  + Founder:
  + When it Began (include B.C.E. or C.E. in the date)
  + Where it Began
* **Christianity**
  + Founder
  + When it Began (include B.C.E. or C.E. in the date)
  + Where it Began
* **Confucianism**
  + Founder
  + When it Began (include B.C.E. or C.E. in the date)
  + Where it Began
* **Hinduism**
  + Founder
  + When it Began (include B.C.E. or C.E. in the date)
  + Where it Began
* **Islam**
  + Founder
  + When it Began (include B.C.E. or C.E. in the date)
  + Where it Began
* **Judaism**
  + Founder
  + When it Began (include B.C.E. or C.E. in the date)
  + Where it Began
* **Taoism/Daoism**
  + Founder
  + When it Began (include B.C.E. or C.E. in the date)
  + Where it Began
* **Zoroastrianism**
  + Founder
  + When it Began (include B.C.E. or C.E. in the date)
  + Where it Began

**HOW TO STUDY for THE BELIEF SYSTEMS**

Make flash cards with all of this information. Or, make a copy of this page without the answers filled in, and practice filling in the information multiple times. Ask a friend of family member to quiz you.

**SECTION 4: MAPS OF EMPIRES**

All three map of the empires from Era 1 will be on the exam (600 C.E., 800 C.E., and 1237 C.E.). A copy of the maps are in this packet for your studying. On the exam, you will have an “empire bank” for each of the three separate maps.

**HOW TO STUDY for THE MAPS OF THE EMPIRES**

First review the maps with the empires labeled. Notice which empires disappeared between the maps, and which ones appeared. Notice other things like which empires are really big, which are really small, and which may be on more than one map.

Then, practice filling in empires using blank maps. You can make multiple copies of the blank maps for yourself at the Library.

Use the blank maps over and over again. It works.